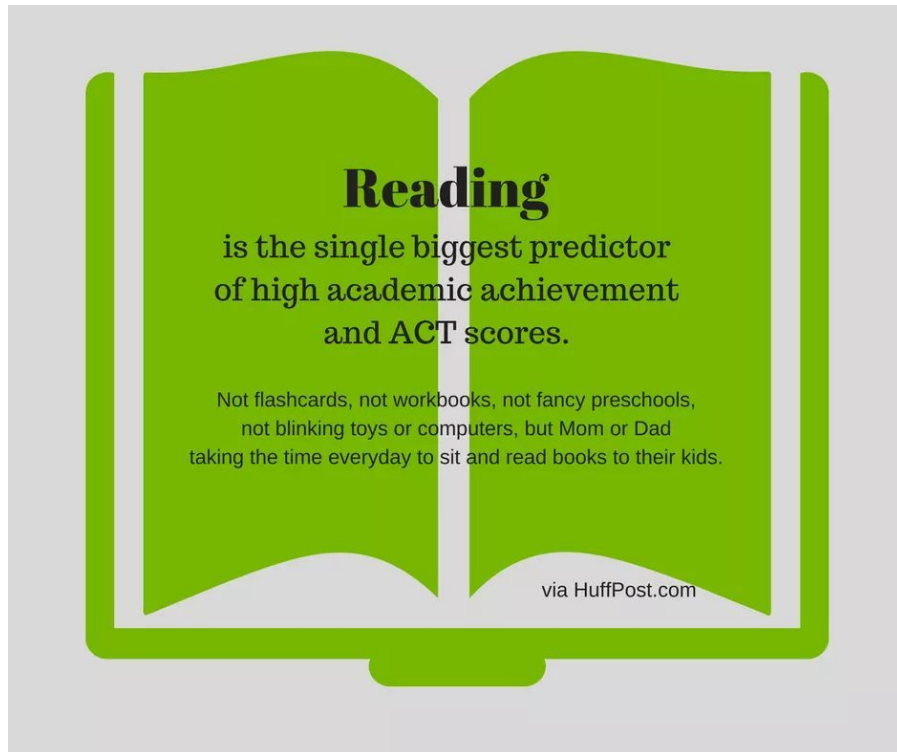


Title I

Parent Handbook



Grades K-4

S.M. Rissler Elementary

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Title I Programs Information

What is Title I?

Title I is a federal program that provides additional instruction in the areas of reading and math. The students who qualify are **not** learning disabled. They just need extra instructional support with reading and/or math.

What are the goals of Title I?

The goals of the program are as follows:

- Raise achievement in math and reading skills
- Promote a positive attitude toward mathematics and/or reading
- Provide successful experiences in the areas of reading, writing, and/or mathematics
- Build self-esteem and confidence
- Enable parents to be reading and/or mathematics partners
- Provide quality materials in the classroom and at home
- Maintain highly trained teachers and support staff

How does my child qualify for Title I?

Several different criteria are used to qualify a student. This includes teacher recommendations, parent recommendations, student screening information, and other current student data are used to determine eligibility for Title I services.

Will my child always be in the program?

No. We work closely with the classroom teacher to monitor student progress. When a student's reading or math achievement reaches their appropriate grade level, the student is dropped from the program if the Title I teachers and the classroom teacher feel the student no longer needs the extra support.

What does “push-in” and “pull-out” mean?

Some students are served through our push-in program. This means the student does not leave the classroom. Instead, a Title I teacher or Title I Para comes into the regular classroom and works with students there. However, students with a greater need are served through a pull-out program, the student comes to the Title I room each day for additional instruction. The student may come individually or with a small group of students.

How does Title I benefit my child?

Title I personnel provide more intensive additional instructional support for students who need it. It doesn't take away from regular instruction. It provides more individualized instructional practice in a small group or one-on-one setting. Title I instruction includes both push-in and pull-out instruction. Most importantly, Title I students experience success in the Title I program which increases self-esteem by building confidence, learning strategies, and fostering a love of learning.

S.M. Rissler Title I Personnel Information

Parents Right to Know

At the beginning of each school year a participating school district must notify the parents/guardians of each student attending a building that receives Title I funds that they may request - and the district will provide in a timely manner - information regarding the professional qualification of their child's classroom teachers.

Qualifications of Title I Teachers

Beginning with the 2005-2006 school year, each district must ensure that all teachers are highly qualified. Staff qualifications for Title I are as follows:

- All Title I teachers must have a bachelor's degree and a Missouri teacher's certificate for the grade level(s) to which assigned
- Title I reading teachers must have Reading Specialist certification, Master's Degree in Reading, or Highly Qualified certification
- Language arts and math teachers, or those providing tutoring, must have appropriate grade level certification

Qualifications of Title I Paraprofessionals

Districts are required to ensure that all paraprofessionals have a minimum of 60 semester hours of college credit with a certified transcript on file; however, someone without 60 hours of college credit may be hired as a paraprofessional by taking and passing the ParaPro Assessment.

***All Trenton R-9 School District Title I Employees meet or exceed the above listed federal requirements.**

Who are the Title I Personnel?

Kayli Burrell	Program Administrator	Rissler Office
Mary Ellen Johnson	Reading Grades 3-4	Room 221
Jennifer Belvel	Reading Grades K-2	Room 305
Sarah Jackson	Reading Grades K-2	Room 307
Michelle Derry	Reading/Math Paraprofessional	Room 221
Marla Stratton	Reading Paraprofessional	Room 307

Reading and Math Assessments

Observation Survey

The Observation Survey is an assessment given to first grade students. This is used to track 7 areas of reading and writing. This assessment is used to place students in the Reading Recovery program, as well as Title I small reading groups.

Fountas & Pinnell

Fountas & Pinnell, also known as F & P, is a resource to accurately identify a child's instructional reading level. The F & P is used to document a child's progress through one-on-one formative and summative assessments. The teacher is able to observe reading behaviors and then interpret and use the data to plan meaningful instruction.

MobyMax Reading Level Assessments

MobyMax online learning tool provides a Reading Level Assessment. This assessment is used to determine reading levels for students. It includes a conversion chart with F & P levels as well. This assessment is also used to track growth and progress throughout the year and help students set personal goals.

Math Data Team Assessments

Our building uses a Math Data Team system Kindergarten through 4th Grade. This is used to track individual students, classes, and grade level math deficiencies and progress. The purpose of these assessments is to track student learning and ultimately drive instruction.

Math Ideas

Try to make math fun for your child. If you can make math practice into a game, it will be more enjoyable for everyone.

Here are a few basic skills for you to work on with your child.

1. Addition and subtraction facts. Use flash cards if you have them. Use a deck of playing cards - draw 2 or 3 cards and add the values of them. Take turns with your child. Set a goal number and whoever reaches it first wins. You will probably come up with other ideas yourself.
2. Practice counting by 2's, 3's, 4's, 5's, and 10's to 100.
3. Practice adding 1 more, 2 more, subtracting 1 less, 2 less in your head. Start out with easy numbers and work up to harder ones.
4. Practice adding and subtracting with 10 or more in your head. Again start out with easy problems and work up to more difficult ones.
5. Practice counting money. Figure how much snacks will cost. Figure change coming back. Practice counting back change.
6. Practice telling time (on a digital and a non-digital clock).
7. Get a tape measure, yardstick, meter stick, ruler, or anything that is marked for measuring length. Measure items outside. See how far our child can throw a ball, etc. Make it a game or contest. Help your child set goals and celebrate their success in meeting these goals.
8. Get out a recipe and have your child help you cook. See if he/she can double a recipe or divide it in half.
9. If you are traveling, predict how long it will take to reach our destination.
10. Have your child look at a road map and help plot your trip.

Reading Ideas

1. Have your child read every day and make it fun! Reading related activities should never be used as punishment.
2. Show interest in your child's reading. Help them select appropriate reading material (but respect your child's reading choices within the bounds of reason.)
3. Make sure your child sees you enjoying a wide variety of reading materials such as newspapers, books, magazines, etc.
4. Check your child's comprehension of the story by asking questions.
 - a. Fact questions: What were the characters' names?
 Where did the story take place?
 - b. Sequence questions: What came first, second, etc. in the story?
 - c. Critical questions: How did you like the story?
 What do you think happened after the story ended?
 Would you have liked to be one of the characters in the story? Why?
5. Encourage your child to ask questions about the reading they are doing.
6. Give your child opportunities to read many different kinds of print: grocery lists, road signs, restaurant menus, maps, etc.
7. Encourage word-play activities such as rhyming words, words that begin or end the same, words that mean the same or opposite, words that fit in the same categories, etc.
8. Go to the library. Let your child participate in the Summer Reading Program at Jewett Norris Library.
9. Make a special effort to praise your child for improvement no matter how small the gain. (Each individual has unique abilities and interests.)
10. Read aloud to your child each day, even if they are able to read themselves. (You can select materials which interest them but are written at a slightly higher reading level than they are currently reading.)

THE READING ROOM
TITLE I READING: GRADES K – 4
S.M. Rissler Elementary School
Trenton, Missouri 64683
(660) 359-2228

Date:

Dear Parents of _____,

Your child has been selected to participate in the Title I Reading Program. Title I is a federally funded program for children needing extra support in reading. Our district uses Multiple Criteria (more than one source) to select students that will benefit from extra instruction from a specially trained reading teacher. The following sources may be used at S.M. Rissler Elementary School to select students for Title I Reading:

* Teacher recommendation

* Results from Reading Screenings in the following areas:

Letter Awareness

Sound Awareness

Spelling

Word Awareness

Reading Comprehension

Reading Fluency

We have circled the skills that will be the focus of your child's instruction.

Your child may receive daily help by one or all of the following methods:

Title I Small Group (pull-out)

Title I Teacher in the classroom (push-in)

The reading teacher and classroom teacher will work together to select a schedule that will benefit your child's learning.

This is a plan for intervention and NOT a special education or related service under the Individuals with Disabilities Act (IDEA) or section 504 of the Rehabilitation Act.

You can help at home by reading with your child on a regular basis. Should you have questions or concerns, please call us at 359-2228.

Sincerely,

Sarah Jackson (K-2nd Title I Teacher)

Jennifer Belvel (K-2nd Title I Teacher)

Mary Ellen Johnson (3rd-4th Title I Teacher)

Rissler Elementary School School & Parent Involvement Plan Year At A Glance

Fall Meeting (SEPT):

Topics will include the Title I school-wide program, its requirements, parental rights, school achievement data, and curriculum. Parents attending will receive complaint procedures, right to know, involvement policy & plan and will be asked to discuss the school/parent compact. Building principals, grade level teachers, and Title I teachers will organize academic materials to be put on the Rissler Elementary YouTube Channel. Compacts will be sent home with all students in September, collected by teachers and kept in a Title I classroom. Handbooks will be available on the Trenton R-9 website.

TBA BOE Meeting:

Student achievement information will also be discussed at a board of education meeting when the district receives it from the state, and parents are invited to attend.

Parent-Teacher Conferences (OCT/MARCH):

Conferences will be held at the end of first and third quarters. The building goal is 100% attendance.

Spring Meeting (MAY):

Topics will include results of parent evaluations, student evaluations, and needs assessment. Analysis of results will be used from recommendations and revisions to the school/parent compact, LEA and School-Wide Plan, and the calendar for the next year's activities. This meeting will be held in May.

May BOE Meeting:

Results, recommendations, and revisions from the spring parent meeting will be shared with the district administration and Board of Education at an annual review of Title Programs and parents are invited to attend.

Seasonal/Special Activity Nights:

Topics will include a variety of things: seasonal, fun, literacy, etc. The primary goal will be to get parents into the school to spend quality time with their children while promoting academic achievement. Activity nights are planned for November 8, 2018 and April 9, 2019.

Rissler Elementary School School & Parent Involvement Plan Acknowledgement

The Rissler Elementary School Parental Involvement Plan was developed jointly with and agreed upon by parents of children participating in the Title I School-Wide Program. This plan was developed based on 2018 spring evaluation data. It will be in effect for the next school year. This plan will be available in the Title I Handbook and on the Trenton R-9 website to all parents of participating Title I children and the community.

Signature of Title I Authorized Representative Date

The following were involved with the development of this document:

**Rissler Elementary School
Trenton R-IX School District
School & Parent Involvement Plan**

Our mission is ...

To prepare all students to be Capable, Contributing, Caring participants in an ever changing world.

We recognize that . . .

**Parents play a vital role in their children's education.
Education is a shared responsibility between school and family.
Parents are diverse in culture, language, and needs.
Engaging parents is essential to improving student achievement.
School should continually foster and support active parental involvement.**

We request your participation in the development of . . .

**The Local Educational Agency (LEA) Plan
The Parent Involvement Plan
The School-Wide Title I Plan
The School-Parent Compact
The Title I Parent Advisory Committee**

We request your attendance at . . .

**The Annual Fall Meeting
Title I Status, Requirements and Parental Rights
Parental Involvement
School & Achievement Data
Compacts
Distribution of Complaint Procedures, Right to Know, Involvement Policy &
Plan**

**The Annual Spring Meeting
Parent Evaluations
Needs Assessment with Recommendations
Compact Revisions
Plan Revisions
Planning for Upcoming School Year**

We try accommodate families by . . .

**Meeting at flexible times and dates
Distributing information in multiple ways
In person (open house, activity nights, conferences)
Through technology (website, parent portal, social media, email, YouTube)
Media (paper, radio)
Providing snacks, transportation, and childcare when possible
Offering translation services when needed**

Required components of parental involvement are . . .

Joint development of involvement plan (Spring Mtg)
Annual meeting (Fall Mtg)
Flexible number of meetings with reasonable accommodations (Varied)
Joint review of evaluation and improvement of programming (Spring Mtg)
Description & explanation of curriculum, instruction, & proficiency expectations
(Various Mtgs & Activities)

Required shared responsibilities for high achievement . . .

Parent Teacher Conferences (OCT/MARCH)
School Parent Compacts (SEPT)
Midterm Grade Checks (SEPT/NOV/FEB/APRIL)
Published Teacher Contact Information (AUG)
Chaperone Field Trips (As Necessary)
PTO Activity (Monthly)
Room Parent Volunteers (Monthly & As Necessary)
Advisory Committee (Ongoing)
Activities & Room Parties (Seasonal & Ongoing)
Communication (Ongoing)
Parent Resource Centers (Ongoing)
Nightly Reading with a Parent (Ongoing)